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ABSTRACT

The "open-door" policy of community colleges has resulted in the three interrelated problems of student recruitment, student retention, and student placement. In order to identify and analyze factors which cause the separation of "new" students from the community college, a one-day seminar was conducted at Southern University in May of 1973. Keynote addresses dealt with the impact of faculty on student retention and the importance of curriculum. A summary is made of positive and negative impacts of compensatory instruction in 18 community colleges with such programs. The meeting of "new" students' non-academic needs greatly determines their academic performance. Retention will not be achieved within the rigidities of the traditional academic system, but change need not mean a lowering of standards. Rather, what is needed is a change in attitudes toward persons who, regardless of backgrounds, wish to find their places in a contemporary society which is polycultural and heterogeneous rather than class-oriented and somewhat homogeneous. Colleges must keep curriculum requirements flexible and responsive to the needs of those concerned. Not only should revisions be continual, but everyone concerned, including students, should be involved. Appended are the observations of discussion groups and a list of participants. (NHM)

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COMPENSATORY EDUCATION: RELATIONSHIP OF CURRICULUM AND FACULTY TO STUDENT RETENTION

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SEMINAR PROCEEDINGS

by

Cecil L. Groves, Chairman

Frank T. Carroll, Jr., Secretary

May 2, 1973
Southern University in New Orleans

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ACKNOWLEDGMENTS

This Seminar and the resultant publication were made possible by the efforts of a number of individuals and institutions only some of which we will attempt to mention.

In addition to our outstanding speakers who will be identified later, special appreciation is extended to the members of the Consortium's Executive Committee for their effort and dedication to assure success of the Seminar; to Dr. Marvin E. Thames, President of Delgado Junior College, whose enthusiastic support of the Consortium made the Seminar possible; to Dr. Emmett W. Bashful, Vice President of Southern University in New Orleans, and Dr. Asa C. Sims, Jr., Dean of Academic Affairs, for the excellent arrangements and accommodations provided for the Seminar; to the individials who assumed leadership of discussion groups; to Mrs. June Curry for the careful preparation of the document for print; and to the Mississippi Gulf Coast Junior College District for the publication and dissemination of this document.

TABLE OF CONTENTS

Seminar Agenda..... 1

Seminar Objectives 3

Foreword: Higher Education for All/
Dr. Cecil L. Groves..... 4

Faculty: A Critical Factor in Student
Retention/Dr. James M. Godard..... 7

Curriculum: Its Impact on Student
Retention/Dr. Edsel T. Godbey..... 16

Reactor Response/Dr. Herman B. Smith,Jr. 29

Appendices 50

A. Discussion Group Observations..... 51

B. List of Participants..... 60

GULF REGIONAL INTERSTATE COLLEGIATE CONSORTIUM

COMPENSATORY EDUCATION:
THE RELATIONSHIP OF CURRICULUM AND FACULTY TO STUDENT RETENTION

SEMINAR AGENDA

Presiding: Dr. Cecil L. Groves, Chairman
Gulf Regional Interstate Collegiate Consortium and
Vice President for Academic Affairs, Delgado Junior College

9:30 - WELCOME	Dr. Emmett W. Bashful, Vice President Southern University of New Orleans
9:40 - INTRODUCTIONS	Dr. Cecil L. Groves
9:50 - "FACULTY: A CRITICAL FACTOR IN STUDENT RETENTION"	Dr. James M. Godard, Director Institute of Higher Educational Opportunities; Southern Regional Education Board
10:35 - "CURRICULUM - - ITS IMPACT ON STUDENT RETENTION"	Dr. Edsel T. Godbey, Director Educational Improvement Project; Southern Association of Colleges and Schools
11:10 - BREAK	
11:30 - "REACTOR" RESPONSE	Dr. Herman B. Smith, Director Office for Advancement of Public Negro Colleges
12:00 - GENERAL DISCUSSION	
12:30 - LUNCH	

1:30 -	DISCUSSION GROUPS:	Leaders
	Group A	Dr. Hayworth L. Bradley, Director of Testing Southern University in Baton Rouge
	Group B	Dr. Warren Fortenberry, Coordinator of Educational Institutes and Workshops, Southeastern Louisiana University
	Group C	Dr. Asa C. Sims, Jr., Dean of Academic Affairs, Southern University in New Orleans
	Group D	Dr. Edward A. Kennedy, Assistant Vice President for Rehabilitation/ Student Affairs, Delgado Junior College

3:00 - GENERAL SESSION:

Reports and Resolutions

4:00 - SUMMARY REMARKS AND EVALUATION

4:30 - CONCLUSION

SEMINAR OBJECTIVES

Primary objectives of the one day Seminar, sponsored by the Gulf Regional Interstate Collegiate Consortium (GRICC), on "New Student" Retention are to:

1. Sensitize faculty from each institution to key factors associated with student retention;

2. Offer alternative courses of action available to institutions concerned about student retention;

3. Motivate institutions to take affirmative action regarding student retention;

4. Afford interchange of institutional data, information, and actions on student retention;

5. Create institutional teams or task forces to address the problem of student retention;

6. Formulate a series of resolutions relating to "new students" retention;

7. Assemble a consortium awareness team to assist member institutions with problems concerning "new students," their recruitment, retention, and placement; and,

8. Develop a project proposal relative to "new student" retention to be submitted by GRICC for funding to federal, state, and foundational agencies.

FOREWORD: HIGHER EDUCATION FOR ALL

Dr. Cecil L. Groves
Chairman, Gulf Regional Interstate Collegiate Consortium
Vice President for Academic Affairs, Delgado Junior College

One witnessed, during the decade of the 60's and early 70's, a marked democratization of higher education brought about by the increased enrollment of educationally disadvantaged students from minority groups and low income families, as well as females. On the surface, such a development was applauded, however, it presented a dilemma to many collegiate institutions who desired on the one hand to admit these "new" students, but on the other hand to maintain their academic standards.

This dilemma resulted in many institutions offering special courses designed specifically to ease the transition of these "new" students into the standard collegiate curriculum. For example, special instructional departments or divisions such as a Development Studies Department or a Basic Studies Division, were created in various colleges specifically for the purpose of providing supportive courses and services to those "new" students in need of assistance. It should be noted that for the predominantly black institutions the "new" student is not so new, having been a primary concern of theirs since inception.

Faced with the prospect of a declining enrollment and the

expectation of service to the community, "new" students represent one of the few remaining underutilized sources of growth in higher education. This new frontier for higher education presents three different yet interrelated problems. One problem is that of student recruitment, a second is student retention, and a third is student placement.

As previously mentioned, the past decade, especially with the advent of the community/junior college movement and its "open door" philosophy, has seen the dramatic democratization of higher education. The "open door" philosophy and the active recruitment of "new" students by collegiate institutions have met with marked success. However, at this point the "revolving door" function of many institutions tend to accelerate and free access becomes associated with frequent exit by the back door. Without successful completion of education goals, the recruitment of "new" students becomes a meaningless exercise and their placement unnecessary. Thus, <u>student retention</u> is a critical factor essential to the task of providing educational opportunity for all.

The Gulf Regional Interstate Collegiate Consortium sought to further explore the problem of student retention through the sponsoring of a seminar on the subject. Specifically, the primary purpose of the seminar was to identify and analyze those factors which tend to mitigate against the separation of "new" students

from the college.

The seminar which was conducted on the campus of Southern University in New Orleans on May 2, 1973, was entitled "Compensatory Education: Relationships of Curriculum and Faculty to Student Retention." Three distinguished educators were invited to deliver addresses at the seminar. Doctors Godard and Godbey addressed the seminar on the subjects of the impact of faculty on student retention and the importance of curriculum on student retention, respectively. Dr. Smith served as reactor, critically analyzing the observations made by both speakers and providing a synthesis of the presented concepts.

The original presentations were delivered as speeches, of course, but they are, I think, equally impressive in writing. Taken together along with general observations and recommendations from the conference, they form a stimulating and informative document on student retention.

FACULTY: A CRITICAL FACTOR IN STUDENT RETENTION

Dr. James M. Godard, Director
Institute of Higher Educational Opportunities
Southern Regional Executive Board

Many educators who work in the various types of post high school educational institutions are not as aware of changes in American higher education as they must be if they are to serve students now attending these institutions. We have moved from elitism to a pattern of egalitarianism. The requirements for living in a complex society and for preparing to enter a career are such that the majority of persons must pursue education beyond high school, even though many do not need a liberal arts college degree of the traditional type. These are the "new students" now entering community colleges and senior institutions. And among them are rapidly increasing numbers of minority students.

The egalitarian trend has important significance both for admissions policies and for retention of students. Students now come from a wide variety of pre-college situations, both in terms of academic preparation and in terms of ethnic and environmental circumstances. These conditions have serious implications for instruction. Unfortunately, many educators do not yet understand these complexities.

Too often persons of good will toward students who not many decades ago would not have entered post high school institutions think that open admissions plus compensatory education will be all that is required. This condition prevails particularly in attitudes toward minority students. The door is open. We will provide remedial instruction, sometimes for credit and more often not. But of course the student in the end must conform to the set patterns of attainment previously established under an elitist philosophy. Otherwise, we shall be "lowering standards."

But what are these standards? They traditionally include a listing of courses, general and specialized, which must be passed during a specific and highly regimented time period. The goal is a bachelor's degree secured within four academic years and with a "C" average. If the student cannot achieve this goal, we will provide remedial or compensatory instruction to help him overcome his inferiority.

We have indeed learned a great deal about the pedagogy of compensatory education. We <u>can</u> improve English composition, and with some difficulty we are learning to remediate deficiencies in mathematics. Yet these programs often fail, and they fail because persons are not recognized, identities

are ignored, motivations and aspirations are not established, and individuals are denigrated by attitudes which assume inferiority. The retention of "new students" will not be achieved within the rigidities of the traditional frame of reference we have known in the past. But the change we must achieve is not a lowering of standards but is rather a change in attitudes toward persons who, regardless of backgrounds, wish to find their places in a contemporary society which is polycultural and heterogenous rather than class-oriented and somewhat homogeneous.

Public community colleges have been particularly concerned with these questions because their role is to serve the total community. But even the private senior liberal arts colleges have moved toward a serious concern for enrolling and graduating students from differing ethnic and cultural backgrounds, knowing that without diversity their instruction ill prepares students for the contemporary world society which is emerging.

For over five years SREB has been concerned with expanding opportunity for minority students, and for blacks in particular, working with all types of post high school institutions: public and private, junior and senior, traditionally black and predominantly white. In the activities

related to junior colleges, a study of the impact of various forms of compensatory instruction was made. It was found that attitudes were more important than pedagogy, that the setting in which the instruction was provided could "turn a student on" or could "turn a student off."

The components of the setting are subtle - - as subtle as human nature itself. Generalizations are not easily formulated because of the complexity of the factors involved. But the following points may have some meaning to the participants in this conference. There are no universal models. Each institution must find its own way. But a grouping of institutions such as this consortium may indeed help each other understand the dignity of individuals, the needs of persons, the pitfalls encountered in trying to be helpful, and the exciting possibilities in a polycultural world. Here then is a summary of positive and negative impacts of compensatory instruction on minority persons in eighteen community colleges where a very special effort was being made to meet their needs.

POSITIVE IMPACT

1. Three colleges whose programs were incorporated into regular curricula and which were not highly visible reported that black students appreciated being a part

of the regular student body, even though they were aware that special help was being provided for them.

2. On the other hand, black students in three colleges with highly identifiable separate programs gave evidence of strong response to cross-cultural relationships with white students because of their daily sharing of similar experiences in the guided studies program.
3. Five colleges indicated that the manner in which guided studies provided for successful experiences and achievement broke the attitude of defeatism which many black students had developed.
4. Black students were drawn into general campus activities through the program.
5. Through the guided studies activities black students were able to develop career planning in realistic terms.
6. Black students discovered that the special program recognized their blackness and was not designed "to make us white."

7. The total program helped the black student develop his self-awareness in multo-cultural terms.

8. The guided study program had helped the entire faculty understand minority students.

9. On one campus, blacks believed that the special program had helped administrators of financial aid to comprehend their financial problems particularly as these needs included financial responsibilities for their families and the importance of having a little spending money.

10. The practice of allowing the student to rewrite papers and re-take tests was appreciated as representing an awareness of the capacity of black students to overcome handicaps if given a reasonable chance to do so.

11. Empathetic instructors aroused confidence that cross-cultural experiences could be genuine and that the generation gap, even with a white adult, could be bridged.

NEGATIVE IMPACT

1. Uncertainty over transferability of credit for guided studies was a serious problem to black students because of implications of deficiency.

2. Some minority students were disturbed when they were not adequately informed about reasons for assignment to guided studies.
3. A negative factor in several colleges was the lack of any black faculty or staff in the program which raised doubts about the credibility of the institution's interest in black students.
4. In at least one institution minority students were aware of lack of support of the guided studies program on the part of the general faculty and the central administration and regarded that attitude as a form of hostility.
5. Some minority students regard assignment to the course as racially oriented, and on one campus had the attitude that the program was designed "to keep black students down."

SUGGESTED CHANGES

Each participant was asked to state changes which should be made in the college's guided studies program. The more significant ones are listed below and speak for themselves.

1. A black student assistant should be placed with each non-black instructor in the psychology

course (on self-awareness).

2. Non-whites should be employed to assist in recruiting minority students.
3. Required participation in guided studies should be discontinued (reported by several institutions).
4. Stronger "familial ties" should be facilitated among students in the program.
5. Multi-ethnic components should be added to the campus decor.
6. Outreach and off-campus possibilities in the program should be expanded.
7. Two-year programs in special fields should be established which relate guided studies to specific career objectives, such as child care workers, teacher aides, social worker aides, and community action workers.
8. The guided studies philosophy should be promoted throughout the institution, and even into the elementary and secondary schools.
9. The grading system must be modified so that it is non-punitive.
10. There must be more black faculty, black counselors, and black student tutors.

11. Staff in guided studies programs should have some released time for follow-up studies of students taking the program.

12. Course numbers for guided studies curricula should be no different from course numbers in the regular curriculum.

13. More efforts are needed to increase community understanding of the guided studies plan and accomplishments.

14. Faculty need to understand that assisting disadvantaged students does not detract from programs designed for the superior student.

James M. Godard, Director
Institute for Higher
Educational Opportunity
Southern Regional Education Board

April, 1973

CURRICULUM: ITS IMPACT ON STUDENT RETENTION

Dr. Edsel T. Godbey, Director
Educational Improvement Project
Southern Association of Colleges and Schools

THE NEW STUDENT

The "new student is not so new at all. He is not as unique and has not arrived on the higher education scene nearly as recently as is commonly thought. Indeed, in many cases the characteristics we have assigned the "new" student are rapidly becoming the characteristics of the normative student. Therefore, early in these remarks I hope to disabuse you of the idea that we are talking about a minuscule portion of your student bodies. What is involved is not just a handful of students occupying, both figuratively and literally, a fringe area of the campus. If that happens to be the situation now, you must anticipate a rapid change.

An examination of demographic data indicates most colleges which expect to serve their constitutiencies well and to increase their enrollments can do so only by significantly expanding their "new" student populations. To state it quite simply, this is where the need is and this is where the students are. Furthermore, it is a wholesome and healthy

thing for the educational establishment to have to make this adjustment.

The "new" students are coming from these segments of the population which have been under-represented in American higher education in the past. Briefly stated, this classification includes more minorities, more poverty level persons and more females. Obviously these three categories are not mutually exclusive.

The 1970 Census showed blacks, Mexican-Americans, Puerto Ricans and Indians making up 15% of the population of the United States, but supplying only 7% of the college students. Stated another way, in the past non-whites have been enrolled and retained in college at a rate of less than half of that for whites. American Indians have, by far, the poorest matriculation rate among minorities.

Very recently there has been a dramatic increase in the percentage of minority high school graduates who enroll in college. A recent issue of the Chronicle reported that black high school graduates now attend college at approximately the same rates as whites. Interestingly enough, a recent survey of high school seniors showed a higher percentage of blacks planning to attend college than whites. College was seen by blacks in the survey as a vehicle for social and financial mobility. Other minorities are also

moving in this direction and obviously many colleges are in the process of getting additional "new" students.

Women from all ethnic categories are attending college in greater numbers. In 1950 only 31% of the female high school graduates continued on in higher education. By 1970 that figure had increased to 56%. College attendance by females varies dramatically from one ethnic group to another. For instance, only 23% of the American Orientals attending college in 1968 were females. The percentage for Mexican-American females was also quite low (32%). Interestingly enough, the situation is reversed for black females. They composed 54% of the black enrolees that year.

The "new" student is likely to pose a tough problem for the traditional college. Most higher education institutions have been built on a system of selectivity rather than opportunity. The society that built our colleges began with an economy of scarcity and is now one of abundance and conspicuous consumption. The appearance at these colleges of a significant number of students whose academic credentials and personal characteristics are unique to those to which the colleges are accustomed calls for something other than "business as usual."

College officials can safely anticipate the following characteristics in the "new" students who matriculate there. They will tend to: 1) need financial aid; 2) not have mastered "standard" English; 3) score lower on standardized tests; 4) not have experienced a large degree of academic success previously; and 5) have a distrust of society in general. These characteristics must be anticipated and understood when curriculum revision is undertaken.

A very provocative point should be made at this time. The prevailing opinions and attitudes of those who have been under-represented in higher education in the past are now duplicated in many instances by the average student. The "majority" student now exhibits the same skepticism about society and its institutions and the same dissatisfaction with the status quo shown by the "new" student. So, to an increasing extent, college administrators must face the prospect of the normative student of the future being like the "new" student of today.

RETENTION

An individual college has an over-riding obligation to see that each student it enrolls is afforded an optimum opportunity to achieve academic (and personal) success. The role of the college as an arbitrary sorter and classifier and

rejector must be diminished. An institution of higher education would lose its integrity if it attempted to guarantee success to everybody, but is equally deficient if its curriculum guarantees failure for some.

Any college which has not done so should immediately initiate a continuing study of its retention record. A wide range of factors can be taken into consideration. It ought to be possible for each of you to compare the retention rate, for example, of a white unmarried female, who majors in the social sciences, requires student aid, is a commuter and scored at the 60th percentile on the S.A.T. with that of a student having a different set of characteristics. You may well be surprised (or dismayed) at the results.

An observation about relative retention rates among colleges is in order. I am aware of large community colleges which feel quite comfortable with an attrition rate of 30% or more each quarter. More properly it should be called a "turnover" rate, since many of these involved reappear in later school terms. On the other hand, there are the exclusive colleges with highly selective admissions requirements whose students are boarders and have few financial problems. Many schools in this category worry about an annual attrition rate of 10%.

For several reasons the "new" student is more likely to be a dropout problem. He is likely to be subjected to stresses of a nature and intensity unappreciated by others. He shares the usual adolescent stress of his college mates, but he may well also face the added burden of cultural dislocation in a threatening environment. He may be intimidated by an academic challenge that will strain his skill attainment. The "new" student may exhibit characteristics which, by the standard measures, would denote aberrations in other population groups. But extreme care must be exercised in interpretation and diagnosis. These characteristics, especially in the case of minority groups, are simply the result of subcultural norms and not aberrations in the traditional sense.

Speaking of stress in the college life, Charles Frankel reported an excellent example a few years ago. A Dean of the local college made a speech to the local alumni in which he explained the reasons students behave as they do. His remarks were sensible and quite reasonable. This, he explained, is a period of intellectual challenge as well as physical and emotional change. The students find themselves in a world unlike the one they previously occupied - a world that does not exist outside college walls. The predictable result brings out the basic emotions of insecurity and uncertainty.

Therefore, many engage in moral or political experiments which may seem capricious to others, but which need to be understood and tolerated. These are efforts by students to find their own way and to show they are full-fledged individuals. It is helpful for them to know that in their college, rules are rules and regulations are regulations. This gives a sense of safety in an otherwise bewildering world.

The editor of the campus newspaper read the text of the Dean's remarks and proceeded to print an explanation of the behavior of Deans so that his fellow students might better understand. His printed remarks were sensible and quite reasonable. This, he explained, is a period of intellectual challenge as well as physical and emotional change for Deans. They find themselves in a world unlike the one they previously occupied. A world that does not exist outside college walls. The predictable result brings out the basic emotions of insecurity and uncertainty. Therefore, many engage in moral or political experiments which may seem capricious to others, but which need to be understood and tolerated. These are efforts by Deans to find their own way and to show they are full-fledged individuals. It is helpful for them to know that in their college, rules are rules and regulations are regulations. This gives a sense of safety in an otherwise bewildering world.

If stress is a problem for college administrators and for "majority" students it is an even more severe one for the "new" student. Retention is directly related to alleviating these anxieties. A survey taken in 1971 showed that one college enrollee in six did not even want to be in college. Pressured by parents, the draft, employers and society in general, he was there but was most unhappy about it. A fear of failure is a common source of stress, especially for the "new" student who may well find failure a much more devastating experience.

Counseling must be seen as a phase of curriculum. But it is the facet of curriculum related closest of all to retention of the "new" student. The non-academic needs of the student will greatly determine his academic problems. Traditionally, counseling has consisted, at best, of telling a student whether he is off probation, if he has or has not met certain degree requirements, or that he has not attended Freshman English diligently enough. The typical student will be given counselor therapy most often because his behavior represents a departure from the social rather than the academic modes of the college community. This procedure has probably not been too damaging for the regular student. (It probably has not been very effective, either.) The primary reason is that his non-academic behavior likely has

not been of paramount importance in his academic performance. The opposite is usually true for the "new" student. His non-academic needs will greatly determine his academic problems. He is sure to be retained to the degree these non-academic needs are met.

CURRICULUM

Curriculum is considered here in an expanded sense. The term simply refers to everything that happens to a student under the auspices of the college. The curriculum is the "culture" of the institution. Someone once defined culture as the sum total of the ways a group of people behave. Others insist a college has two curricula; an informal one and a formal one. No such distinctions are made here, although the formal curriculum as described in the institution's publications, after approval by the faculty in formal sessions, is far easier to describe and deal with.

There are some generalizations about curriculum and student retention which hold true for all type of enrollees. No college should attempt to "cast its curriculum in concrete" for a period of time. Not only should the revisions be continual, but everyone concerned, <u>including students</u>, should be involved. In legal terminology the students are certainly "parties at interest" in the matter. The minimum four years a student spends acquiring a degree represent a sizable slice

of his entire life. To an entering freshman a four year period constitutes nearly one-fourth of his entire life span at that time. Little wonder that he is concerned.

Attrition is most likely to take place during the freshman year for a variety of reasons, most of them too obvious to point out here. It is the freshman at the large university who must enroll with 600 others in the lecture portion of general chemistry. They object to being computer numbers and to having contact only with a procession of powerless and disinterested teaching assistants who have their own problems to solve. This process is a joy to the institution's cost accountant but not to the "new" student who struggles to cope.

Students are not uninformed about these situations. They object to an internal accounting system where they, in effect, subsidize advanced professional and graduate education. Clark Kerr noted the decreased attention to good teaching over the past few years by observing that faculty _in loco parentis_ is dead, but faculty _in absentia_ is much with us.

What kind of curriculum does the college with a conscience move toward when it earnestly wants to decrease attrition and to serve all its students more effectively? It is childishly simplistic to think of installing a new

curriculum in the ready manner a defective bulb is replaced. The pervasive and all encompassing definition of curriculum given earlier rules this out anyway. What college officials need to do is to keep a basic set of considerations in mind and satisfy each of them as circumstances allow. The following features characterize the curriculum of a college with a conscience and are directly related to serving the "new" student better and to his consequent retention.

1. A comprehensive counseling program is a necessity. What is intended here is an active, not passive, counseling technique. The individual counselor should free himself from custodial functions, extend his working environment beyond the office and assume an eclectic approach in methods, circumstances and techniques. He must be available but not too solicitous, affirming but not assertive.
2. Financial aid takes on a new significance. Not only will a far greater percentage of the "new" students require such assistance, the amount needed for each individual will be at a maximum. Thus the total financial aid needs of the college will escalate dramatically. Remember the earlier point that the "new" student is not going to perform academically unless his non-academic needs are met.

3. A competent, sensitive faculty with a reasonable ethnic representation is essential.
4. The individual courses should entail a chance for the student to earn credit, providing he has mastered the requirements of the course. Strictly non-credit remedial courses are dead ends for both students and faculty who are sentenced to them.
5. A non-punitive grading system is possible. It is not absolutely necessary to bestow a grade in a course on the last day of the term. This can be deferred. The length of time a student can stay in a course before dropping out without penalty can be quite flexible.
6. The college should move toward putting "hard" money into its counseling and developmental curriculum efforts. This is a basic decision of extreme significance.
7. Enrichment opportunities ought to be available for all persons in the college community: faculty, students, and administrators.
8. Faculty who teach underprepared students and do it well have a high order of skill and expertise. This should be recognized and rewarded.

The writer is not aware of a magic new way of doing things in higher education which allows both students and faculty to overcome educational deficiencies both effortlessly and quickly. There are, however, ways to make the process more effective and enjoyable. Essentially, it is not enough to be magnanimous and to decide to help students adjust to the college. The college is obligated to make adjustments to the students.

The purpose of these remarks is not to advocate universal college attendance, but it is to advocate open access. Access entails more than just getting into college, it denotes an equitable opportunity to succeed once there. A college has no business enrolling a student unless its curriculum works for him rather than against him after he matriculates.

REACTOR RESPONSE

Dr. Herman B. Smith, Jr.
Director, Office for Advancement of Public Negro Colleges,
National Association of State Universities and Land Grant Colleges

It has been my firmly held view for a long time that the educational and service needs of this region and its people can be met most effectively and most productively by well conveived, expertly managed, cooperative relationships between agencies and institutions working in concert to achieve mutual goals. This pattern of cooperation is, of course, somewhat new for us in Louisiana, and in this region of the country. I judge this consortium to be an example of the approach that I think is so very necessary and which I think is going to communicate very good things about our fine region for the rest of the nation as we move ahead in future years.

I believe very strongly that our great nation in the years ahead must be more responsive than ever before to the needs, the rights, the potential, the aspirations, and the motivations (and there are many positive motivations) of its disadvantaged and minority citizens. This priority must not go unattended. Ventures such as your consortium are consistent with the goal of responding more effectively to previously underserved groups.

I have not had the benefit in advance to coming here, of reviewing the papers just presented. In one sense, then I am

handicapped as a reactor. However, it has been my privilege to have been closely associated over a period well in excess of twenty-five years with institutions dedicated to serving students such as those we are serving today, beginning with my first year in elementary school and continuing to undergraduate college. I have been exposed intimately to graduates, student teachers and administrative staffs of traditionally black colleges. My conclusion after this experience is that these institutions, considering all the facts, have been outstandingly effective institutions in serving a neglected segment of the population and serving this section of the population so well that today these individuals in many cases, with no other preparation than that gained at the traditionally black institutions, have taken and are handling responsibilities of real importance all across the country and for that matter throughout the world.

Happily, the contemporary era provides the traditionally black colleges with some much needed help in serving the needs and aspirations of our disadvantaged and especially minority students. Especially appropriate, in my judgment, is today's emphasis on student retention as a major consideration in expanding enrollment of disadvantaged and minority students. So, I do not feel out of place or ill-at-ease at all in reacting

to and participating in a conference such as this and addressing the topic which has been set for our attention today.

Someone mentioned earlier the possibility of my collusion with Dr. Godard and Dr. Godbey. I ought to tell you that we have been engaged in collusion for at least the past six years. In fact, when Dr. Godard calls me for lunch he usually says, "Herman, we need two hours; if you don't have two hours, let's not schedule it." And we find that we need that much time to retire into a corner and discuss at length many of the different kinds of considerations such as the two speakers have been addressing this morning. Thus, I believe that you would not be surprised at my expression of general agreement with the point of view presented by the two previous speakers - an agreement that I do not honor just because of my own convictions and past experiences.

The opening remarks of Dr. Godbey, in my judgment, are directly pertinent for us, and should be taken as a basic element in our subsequent planning here today and in the future by GRICC. In terms of my own basic professional objectives, I am especially sensitive to your objective #8. Those of us in the Southern region have an edge on people in other sections of the country. We are able today to say that we are pooling our resources working together to address our very crucial and serious 'people need' in the region. To the extent that we do

this increasingly, other regions and other groups of people will not be able to reach us in identifying, seeking, and actually securing the resources we need to do the job before us.

I would like to reiterate five elements of Dr. Godbey's presentation that I think might be the primary points. Surely they stuck out in my mind. These might become talking points for our later discussion.

His first sentence begins, "The new student is not new at all." Now, that is a bold assertion. It is a striking truth which, in my judgment, should pervade everything else that we discuss. "The new student" is the latest euphemism that I have heard about this group of individuals. He might be newly discovered by various institutions - but he has been known by many important, successful teachers at institutions through the years. We ought to remember this - that the "new" student (and each time I say that, I have it in quotation marks) is a euphemism which might be a bit more palatable for various reasons - but he is not new at all. In fact, and I've been out of college thirty-five years, I was a "new" student. I was not new at the first institution where I was enrolled, but when I enrolled someplace else, I was then labeled as a "new student." This would suggest, then, that there ought to be, across this section of higher education, any number of institutions that have extensive expertise in working with this population of individuals,

the disadvantaged and minorities. The second point of Ed's which stuck in my mind is just as striking, as fundamental, and has some very important ramifications, some of which might escape us, so subtle are they. I would like to repeat his statement, "The 'new' student's characteristics are possibly becoming less unique in terms of our respective college enrollment, from several points of view." He has suggested that the characteristics ascribed to the "new" students are becoming more typical of the normal student, in terms of the fact that students in general today are less accepting, they are more skeptical, they are more assertive, and they are more independent in their responses to us. They are more demanding in urging and requiring that our procedures and our substance be relevant to their life's goals.

This is something that many of us in higher education and secondary schools have not experienced so much before because we have had more of the quieter students who presented themselves as blank tablets for us as master teachers to write on and who scooped up everything offered by us. Today's students think nothing of leaving college after the freshman year if they decide that what we are talking about is not relevant to their perceived life goals. These characteristics, then, of the so called "new" student are not that unique to an increasing extent.

I recall that while I was a staff member of the Southern

Education Foundation, we prepared a pamphlet entitled "Higher Education for High Risk Students." Some of you might have seen that publication. Some people in the Foundation felt that we were talking about black students - maybe to a large extent we were. But I said to the Director, as the only black staff member of the Foundation in its 100th year, "I can build a very strong case for the point of view that, in higher education today, all students are high risk. You cannot predict what any student will do regardless of the kind of home he comes from or his background. In many cases, the very ones that we think ought to be the most promising are some of the biggest, 'rabble rousers' or 'most incorrigible' or 'non-cooperative' or 'un-movitated', or what have you. We must be very careful, then, in our generalizations to not necessarily equate high risk students with minority or black."

My third observation about Ed Godbey's paper focuses upon his assertion that the extension of enrollment in higher education, if it is to occur, must of necessity include increased numbers of "new students." In the National Association of State Universities and Land-Grant Colleges, we are receiving reports that many of the major universities across the country - - and of course, our association includes the University of Mississippi, Mississippi State, Louisiana State University, University of Alabama, Auburn, etc., - are not experiencing substantial increases

in enrollment for various reasons which many of us can understand. So, the extension of enrollment in higher education, if it occurs, Ed suggests, will be the new students, those individuals who have been seriously under-represented in the higher education population through the years. This is true in terms of enrollment in all curricula across the board and this is true in all of the major professions that we can think of in the country.

Sunday afternoon I'll depart for a meeting in Washington which is being called by leaders in the profession of engineering, for example. These professional engineers and administrators from places like General Electric, Westinghouse, and so forth, are coming to Washington to meet with educational leaders and deans of engineering schools from across the country because of their grave concern about one conspicuous fact: that the engineering enrollment today of minorities, especially blacks, is only one percent at most. This is true despite Ed's report of statistics that say the blacks make up 15% of the population today. Their presence in the academic curricula leading to the profession is not over 2% of the total enrollment today. (Corporations such as the General Electric Company, have said that tomorrow this enrollment must be increased at least ten-fold). The Senior Vice President of General Electric Company has made speeches across the country about this glaring problem.

The enrollment of minorities, particularly black, in engineering, and the subsequent preparation of people by the professional schools must be multiplied by at least ten. The same statement is true for minorities as we move across the board. These people have not been included before. In the state of Louisiana, we know the institutions which through the years have had to bear and have borne admirably and acceptably the responsibility for providing higher educational opportunities for minorities.

Evidence suggests that some responsibility that has changed is being accepted now by other educational institutions. An association such as this consortium will make an exciting and outstanding contribution to the improvement of that condition.

The report was given to us by Dr. Godbey that there is a higher percentage of black seniors planning to enroll in college tomorrow than white seniors. There is nothing disturbing about this because there have been such few numbers of blacks enrolled in the past and these people still see education and sound preparation as the means to improve their station in life. Thus, it seems that if there is any group of institutions that has the responsibility to address this societal need, it is our very fine public institutions - two-year, four-year, and graduate level. Therefore, it is entirely appropriate that we are assembled here in a meeting such as this to learn how to address

the serious task more effectively, more harmoniously, and ultimately, more productively.

Basic point number four of Ed's presentation suggests that an increase in enrollment of "new" students means that the college must change also. Change is not for the students only. When we speak about curriculum change in this context, we are not necessarily talking about courses, but procedures, patterning of experiences, student support, etc. These are kinds of change that will have to be engineered, interpreted, supported and continued in institutions that commit themselves to serving now more adequately in a larger sense "new" students who enroll to be educated. These students will be educated if our various institutions organize and maintain with public funds, programs and services designed to accomplish the difficult goals that they have set for themselves.

And, finally, number five. I am very much interested in this one also. Change by the college must include a diversification of the college staff, including the administrative staff. We don't successfully undertake a new role of service to a more heterogeneous student population with the same historic homogeneous faculty and staff we have had through the years. I am sure of that. Undoubtedly, this is one of the real sources of stress for the new student. There must be some people there who look like them and who understand easily how they think and who have

tasted some of the early life experiences that they have tasted and who are able to be appreciated at once without intensive struggling and effort to try to see what is it they are talking about? What causes them to react in this way? And I would say, the institution that has the most diversified staff, the institution that has the heterogeneous professional resources, there is the institution best equipped to serve new and old students. This would project also, then, that those institutions that have extensive graduate level programs and which have programs with professional components must not only prepare students enrolled there today but must do what I know Dr. Sims and his associates through the years have done at Southern University in Baton Rouge, and that is to so motivate their enrollees that they see not only an opportunity to do today's job, but look at themselves from a long range point of view and see a need to extend and continue their formal education beyond the two-year course or four-year course. I am talking about the need to get more minorities enrolled in and through graduate level and professional programs.

When I first came to Southern University, it was somewhat amazing to me to see the effectiveness, consistently. So not just this last year, but through the years, in taking young blacks from rural Louisiana to a level of preparation and motivation, schools like Southern regardless of what kind of facilities or equipment they had or what kind of library they had, so

worked with those young people that when they completed those four years, they went to Iowa, or Wisconsin, or Minnesota, or NYU and I wondered well, how do they do that? They don't have very much here - how did they accomplish so much in four years? Then, after a few years, you see these Ph.D.'s coming back from Iowa State University, Wisconsin, the University of Michigan, and what have you. But that institution through the years saw its role as not being merely the preparation of these young people where they are now but also the responsibility beyond these two or four years. That institution has done that and now since we are in an era where one doesn't necessarily need to go to the midwest, or the east coast, or east, for a Ph.D., unless he wants to, that the numbers of such individuals being prepared now by Southern University will be enjoined by many others and should be multiplied many fold. And if that task is addressed, if that glaring need is addressed, it will not be difficult for Southeastern Louisiana, Delgado and the University of Southern Mississippi, etc., to identify and recruit. It will not be so difficult for them to secure the kind of professional staff members that they will need to diversify their faculties and administrative staff. So I am saying that Dr. T.T. Williams, Dr. Asa Sims and Dr. Bashful and all the others who have been doing this through the years have allies now and that by pooling our resources and sharing this load, we ought to be able to multiply

considerably the number of well-prepared professionals who are able to present themselves to form a pool to help us diversify our professional staffs in the manner that Ed Godbey was talking about in his point #5.

And I would like to move to Dr. Godard's presentation on Faculty - A Critical Factor In Student Retention. Now this has great meaning to me because as I have had a chance through the years to reflect on my college education and to look back upon what I was exposed to in a tiny institution that had fewer than 300 students, (of course, I, like Jim Godard, happen to be a product initially of a small private institution in Knoxville, Tennessee) which had almost no Ph.D.'s, a few buildings, and a small inadequate library. How do you account for the soundness of your education when you present yourself as a deep Southerner who in the University of Wisconsin, was able to do the work? Of course, there were no black studies, no black dormitories, no black anything, everything including the snow was white. I went to the University of Wisconsin for the first time in 1954 and the only time I saw any blackness was when I looked in the mirror. Yet, you do the work and you come through and say how does that happen? How do you account for it? And I say now at this point, the greatest factor involved at Knoxville College was the faculty- not how many books we had, not how many Ph.D.'s we had, because I know too many Ph.D.'s who aren't able to really hold their

positions. But that is not the real essence - it is the faculty, the person, his outlook and his subsequent procedure as outlined by Jim Godard. So there again, referring to my early Baptist background, I am prone to say in a loud strong voice, "Amen". I think that is right.

Dr. Godard said we don't yet have a semantic definition of what we are talking about. Yet I am not concerned about that. One thing about professional educators is that we take so much time trying to get this thing so defined that we write a whole paper on that and have not addressed the substance. In essence, we all know that we are talking about the reality of opportunities, the extension of opportunities. That is what our entire nation is all about - the improvement of opportunity and the accomplishment of these opportunities and objectives especially in the context of minorities and disadvantaged. It isn't a difficult concept for me at all; I could just call it XYZ and be just as helpful. I don't care what we call it! "The measure of success in this area," says Dr. Godard, and I agree, "is more closely related to faculty and administrative attitudes than any other single factor." Now we can just stop right there and concentrate on it.

It is interesting to me how many fine young people, poorly prepared, but with great potential, rights, aspirations and motivations, etc. came up to east Tennessee from the State of

Mississippi. And I remember this young man who is my friend today who came from Soso. Now if you don't travel up the beaten path, you might not think there is a place called Soso; it is there, and it is on the map. He came to my little college from Soso, Mississippi, and had less than $25.00 in his pocket. He came because his family was determined that he would have a formal education because they knew that if he was going any place in life, he would have to have it. He was determined to get it and he had to go where it was. So he told me "Herman, when I came up here I was so country and backward that I didn't know anything" and he had fewer than $25.00 at this point. Now, this college has always had a well-integrated faculty and staff. When I left 25 years ago we had plenty of white people on the faculty and plenty of black people - we had a diversified faculty and that is what made the difference. The President peered over at him and said, "It will cost you fifteen dollars for your enrollment, do you have it?" ....He didn't have but about $20.00, so he just gave him all of it. Now that wouldn't do the job and the President told him to go on down to the physical plant office and take a job - "Put your hands on something - get to work." So there he was, fine raw material, straight from Soso, Mississippi, in a most crude condition. Today he holds his Ph.D. in Mathematics from a fine Eastern University and the

public school teachers who have come under him, all public school teachers, not merely black public school teachers, declare him to be one of the finest mathematics teachers they have known. He is a fine Mississippian, prepared, not because he had money, not because he came into a college where there were plenty of Ph.D.'s, extensive, well-stocked libraries and fine buildings, but because there was a certain kind of faculty with what Jim Godard called, and with which I agree, "the proper attitude." "The failure of faculty to internalize proper attitudes," so he says, "is a factor which influences profoundly the retention of students."

I had the pleasure at Southern University of teaching sophomores, from all over the state, from Waterproof, and all these little towns, and Tensor Parish, and places I had never heard of, but I soon learned them. I soon found in teaching disadvantaged students, that they have a special sensititity and I would be so bold as to say that they might be more sensitive about other's attitudes toward them than individuals who are advantaged. I believe this because people who have had an advantaged position throughout their days have met acceptance, approval and rapport. Why should they expect anything else? But when you have been forced to live with rejection, disapproval, disinterest, condescension, you learn early what these are and you are able to really perceive them. Although a faculty member sits there with a white shirt, in a most professional manner and

keeps a straight face, says all the right words, the disadvantaged student can really see through this facade. He understands when you are really supportive to him and wholesomely disposed toward him. And failure to show this is what causes him to turn you off. It doesn't make any difference about the words you utter. So, this is why it is so important to internalize what we learn - the proper attitudes - so we can work with these individuals. Now when you meet Dr. Russell Ampey at Southern University and Dr. Frederick who used to be there - you can see there was no problem in my knowing that they were supportive to me and that they were committed to me. But in the situation where there are new students for the first time and where there are faculty members who in the past haven't really thought about this population, there are some major adjustment problems and this is why it seems to me that much work needs to be done right here with the fundamental points which I gained from Dr. Godard's talk. Now I have heard Dr. Godard make these points through the years and they are just as relevant and pertinent this morning as any time I have heard them in the past. But the whole society today has moved to a point of view of pluralism. Our culture cannot think in terms of the U.S. only For us, the world is multi-cultural, multi-ethnic. We are in the age of convergence and we ought to know it. It is so interesting for me to speak to one of my associates today to hear him say, "Well, Herman, I'll see you in two weeks.

I am leaving in the morning for Russia and then I am going on to Belgrade and some places." Two weeks later when you see him, he has been across the world.

My eyes were really opened when I left here to spend a year in the heart of Africa, I will tell you with all these years of education including a Ph.D., I felt very helpless as I stood in the airport in Rome and later in the International Airport. In Arabia, you see all these different people around you, some short, some tall with odd hairdos and so forth, speaking all sorts of languages. And there I was with my Ph.D. and the only thing I had going for me was the color of my skin. If I had been white, I would have really been messed up. But if I didn't talk, they didn't know whether I was one of them or not. I only knew English. A Ph.D. from Wisconsin, I learned, didn't mean anything. I was in the Somali Republic on the horn of Africa and I clung to my Somali assistant tenaciously. He had to translate for me; he had to hear although he had only the equivalent of a seventh grade education - what this Italian was saying and then he would translate it to me. Then he would see what I wanted to say and would tell this Arabian what I wanted done in my office. Then he would hear those Russians talking about this, that, and the other, and he could understand them. This caused me to see that really I wasn't as an American, necessarily in the majority.

I was talking yesterday at lunch with a man from the International Education Association. He was talking about the need today to build international dimensions into our thinking today. These matters are related to the fact that our culture, and I think we have to think increasingly of a world culture, is a pluralistic one, properly so. We need to understand the dimensions of that, and adjust as well and as fully as we can and move ahead with the business at hand. And, of course, related to that was a discussion of bilingualism. I don't need to dwell on that. I did recall this very fine young black who had returned from the military, erect, proud with shiny black boots, medals, and so forth, and this charming female admirer came to talk to him and he looked down upon her and responded. She wanted to talk to him the next day and he said, "don't call me before nine o'clock because I don't be go up at that time." This must be an example of what Jim was talking about. This habitual tense, the extreme form, I didn't know of before or how to characterize it - "I don't be got up by that time." But there is nothing wrong with it.

Another fundamental point in Dr. Godard's presentation - is one that I heard so much that I turn people off when they start talking about it too much, and that is standards. Because in many cases, to me, this is a code word. It is a barrier; it has been through the years and I am not particularly brainwashed

today to conclude that it is not yet so in many cases. Dr. Godard has told us that as we proceed in this whole area we are not talking about lowering standards at all. We are talking about changing standards in an appropriate and a sensible direction. The importance of the counselor-teacher concept as subsequent behavior then emerges. I am one who feels strongly that it is not proper stance for a teacher just because he is having some difficulty with a student to send him out to the counselor. If he has declared an interest in the area of the social sciences, that is something you as a teacher know about. You probably are in the best position to have an impact upon him than somebody down there he has never seen. Or if he says that he is interested in mathematics and that's the theme you know, and he wants to learn, it seems to me that the particular teacher is in a position to have a more wholesome and greater impact upon that individual than somebody down the hall or across the campus called a counselor. So this concept of the counselor-teacher is quite valid. You mentioned San Carey, who is also a graduate of the college from which I graduated. I have known him through the years so he is speaking from an extensive background of activities in this area and he advocates the counselor-teacher point of view as we work with new students. I will just end my remarks by observing the testimony of Jim Godard in speaking

about the range of test scores which he found at some of the alleged "better, private schools." He found little difference between them and any other institution in the range.

It was my privilege to teach at Southern University, a public institution here that had an open-door policy, but then, when I returned from Africa, I went to teach at a very fine private institution which at one time called itself "Black Harvard" and people there wanted to know what I thought about this state school down in Louisiana - what differences I observed. I said here is my chief difference: I find that there are students here no better than those that I was exposed to at that public institution in Louisiana. I find that there are students here just as poor as any I observed there; they read just as poorly, they communicate just as inadequately as the Southern students, but the difference is in terms of the awareness of that public institution in Louisiana and the nature of its commitment to address that topic - to admit we have a problem, we have problem students, and we have a responsibility to address their needs as effectively and as extensively as we can. Whereas, in this particular private institution, I didn't see a readiness to admit that we do have a range of students, we have serious problems, and this institution must admit and commit itself to do something about them. I believe very strongly from observing this group and from reading your objectives that this is a part of your firmly held commitment,

and if you in GRICC can address this commitment as consistently and imaginatively as you can, you will have made a great contribution to the improved health of our nation and the greater realization of our potential in this region. I am not concerned at all today about how much of the specifics we ought to be doing; we don't know. That isn't the point. I think the point of view expressed some time ago by Oliver Wendell Holmes is appropriate here - that we must sail if we are to reach the objective. And the very act of our participating in GRICC to me is an example of having embarked upon the adventure of sailing. We ought to know that sometimes our journey will move with the wind as Oliver Wendell Holmes said, and sometimes our journey will find us just going against the wind. And, after we have done everything we know to do, we still will not have succeeded with many of the "new" students. But this is beside the point. I think the point of central concern is not so much where we are today but the direction in which we are going. I should like to salute this noon the members of GRICC and offer you my very best wishes and assure you that it has been a real pleasure for me to be in your midst.

APPENDICES

APPENDIX A

SUMMARY OF DISCUSSION GROUP OBSERVATIONS

There were four discussion groups formed which met during the afternoon following the morning presentations. The designated leaders for each group were: Group A, Dr. Hayworth L. Bradley, Director of Testing, Southern University in Baton Rouge; Group B, Dr. Warren B. Fortenberry, Coordinator of Educational Institutes and Workshops, Southeastern Louisiana University; Group C, Dr. Asa C. Sims, Jr., Dean of Academic Affairs, Southern University of New Orleans; and, Group D, Dr. Edward A. Kennedy, Jr., Assistant Vice President for Rehabilitation/Student Affairs, Delgado Junior College.

Each group was asked to discuss the morning presentations and to formulate general statements or observations relative to ways in which a collegiate institution might meet "new" student needs. A summary of each group's statements follows.

GROUP A

From our discussion, the following general actions were recommended:

1) That each institution should consider a separate division within its institutional system to deal specifically with the entering "new" student. This division should use the team approach and actively consider the therapeutic process in dealing with "new" student needs. The separate division would probably be one that would be easier to obtain financing then the existing models.
2) That probation policies be re-examined.
3) That federal funding be sought which would permit a reduction in the teacher-counselor/student ratio.
4) That consultants be obtained to assist the teacher-counselors in efforts to relate to "new" students.
5) That special emphasis be made to make the entire faculty aware of the needs of "new" students.

GROUP B

The group focused its discussion on what we are doing for the disadvantaged student, what we should do, and what we need to do.

1. We need to contact students instead of waiting for them to find us: to make special services available to them. Many schools are providing cutorial programs, but we need to find ways to get needy students into these programs. For example, we need to make the services available at all times and work with students immediately when they come for help. We need to provide open-end classes, with individualized, self-paced instruction, in a laboratory situation. We need to make available programmed materials in English, Math, Social Studies, Remedial Reading, and Developmental Reading.
2. We need to establish a skills center, with systematized, programmed materials, such as tapes, records, slides, films, written exercises, for the students to use individually in areas of weakness, particularly in English, Reading, and Math.

3. We need to study and improve academic advisory programs. For example, we should conduct faculty workshops to train faculty in advising students and to make faculty aware of the importance of knowing students as persons. Also, we need to provide advisors with all pertinent information, i.e., student test profiles and materials on special programs available. Further, we need to make faculty aware of the need for student motivation by the instructor in the classroom.

Summary and recommendations of Group B were:

1. Make available special services and programs.
2. Disseminate information of these programs to administration, faculty, and students.
3. Make use of systems approach, being sure to maintain and increase one-to-one contact between instructor and student.
4. Make use of teacher-counselor approach and of peer tutoring.
5. Determine satisfactory labels for "compensatory" programs.
6. Establish effective ways of getting students to participate in special programs.
7. Train faculty in advising students and in using the special programs.

8. Make laboratories and skills centers available from 7:00 a.m. to 10:00 p.m.
9. Revise probation policies to give students an opportunity to make up deficiencies and to adjust, without doing the students an injustice by a too lenient probation policy.
10. Teach students how to study.
11. Educate faculty in the changes in college education, which require changes in faculty attitudes.

GROUP C

We recommend the following:

1) That federal funds be requested to permit researching of compensatory education on a required or voluntary basis;

2) That there be developed some type of in-house training program for faculty on how to best help the "new" student.

3) That there be an investigation of the student drop-out as to who they are, why they drop out, and their background; and,

4) That consideration be given to a curriculum change in the freshman year in order to permit the pursuit of courses in the major as well as postponement of certain general education courses to be taken at a later time, e.g., English taken during the Junior and Senior years.

GROUP D

Some general observations of the discussion were:

1) Attitudinal change must be brought about as how faculty members relate to students. Instructors must teach the student not the subject. This demands personal involvement and motivation both of instructor and student. Attitude change must go throughout the college, administration, faculty, staff, etc., as well as students. The question arose as to how to change attitudes. The impersonal nature of the college and the instructor must become personal. Personal relations are an important factor. The "new" student wants to keep his identity and learn in his own way. We need to find that way.
2) Evidence is needed to identify need. Each institution must define problems and develop statistics to show need.
3) Expertise in the consortium should be used as a pilot to be the basis for future proposals. First step is development of an awareness. Have a task force on each campus.
4) Instructors should initiate a "research" project to define and identify the "new" students; background, grades, etc.

5) Consideration of a task force on each campus, and a task force of this group which would represent each institution.

6) There should be in-service training for faculty to get them more actively involved in working with new students.

7) Beyond the counselor and faculty member, there is the student who can help another student. Students will go to other students which may argue for a peer-group counseling program.

They specifically suggested that there be:

a) Seminars on each campus to sensitize faculty to the "new student" and get faculty involved with students;

b) Expanded student services to work with both faculty and students and to act as a catalyst of the institution;

c) Expanded and improved teacher evaluations by students;

d) More faculty involved in student advisement;

e) Some in-service training to strengthen and create better communication and get the entire faculty aware of "new" student needs;

f) Created the opportunity for outside class activity by both student and faculty;

g) Developed expanded follow-up capability for analysis

and determination of how well the student did when they left the institution;

h) Improved and/or defined communication lines between the institution and the black community and other sources of new students should become involved; and,

i) Beside faculty and counselor student guidance and advisement, student-to-student help such as peer counseling should be employed as another means of assisting students.

APPENDIX B

LIST OF PARTICIPANTS

Alabama Lutheran Junior College

Wright, Willis L.

Delgado Junior College

Bethune, T. J.
Carroll, Frank T.
Creel, Bob
Cullen, Audrey
Delacroix, Angel
Dillon, Chucky (Student)
Groves, Cecil L.
Jenkins, Marvin
Johnson, Arthur (Student)
Kennedy, Edward
McKee, Craig
Rivera, Dan
Rusbar, Alice
Shiber, Mike
Stewart, James
Thames, Marvin E.

Gulf Coast Junior College District

Jackson County Campus

Newton, Robert M.
Phelps, Bert
Robinson, Donald B.

Jefferson Davis Campus

Burford, James
McKay, Paul
Tate, Mildred C.

Perkinston Campus

Carnathan, Herb
Gary, William M. (student)
Hayden, J. J.
Hayden, Lillian A.
Johnson, Robert L.
Kennedy, Arthellis L. (student)
Strickland, Clyde E.

St. Bernard Parish Community College

McKay, Norman
Schlouff, H. George

S. D. Bishop State Junior College

Bishop, S. D.
Jones, Cleophas

Southeastern University

Ballard, Lou Ellen
Davis, James B.
Fortenberry, Warren
Fournet, F. G.
Magee, Eunice H.
Myer, Rodney
Purser, John

Southern University at Baton Rouge

Bradley, H. L.
Lawless, A. D.
Posey, Johnie Jo
Robinson, Juanita

Southern University in New Orleans

Bashful, E. W.
Boertje, Stanley
Butler, Andrew
Felix, Mildred
Furr, W. F.
Griffin, Carolyn

Southern University in New Orleans - Continued

Jackson, Ruby
Johnston, H. Kenneth
Keller, L. I.
Milliner, Gladys
Parker, George
Sims, Asa C.
Smith, Myrtle
Warner, Neari F.
Wilson, Thelma G.
Worthy, Barbara

University of Southern Mississippi

Carson, J. O.
Saucier, Gene
Smith, J. A.
Thames, Shelby F.

New Orleans Consortium

Courson, Franklin
Ellis, Mary H.

Office for Advancement of Public Negro Colleges

Smith, Herman B., Jr.

Speakers

Godbey, Edsel
Godard, James
Smith, Herman

State Department of Education

O'Dowd, John E.

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